



Date Written: March 2025
By: Paul Heeley
Adopted by Governors: March 2025
Date for Review: March 2027

Vision and Principles

At Amble Links Primary School, our approach to teaching, learning, and assessment fosters an intellectually, socially, and physically supportive environment. This policy ensures a shared understanding across the school community and a collaborative effort in implementation.

Appendix 1 details specific strategies for effective teaching and learning.

Teaching and Learning

- We create a supportive environment that promotes independence, resilience, and self-motivation. Pupils follow our guiding principles: **Respectfulness, Responsibility, and Resilience**.
- Pupils are encouraged to solve problems independently using the **5 B's approach** (Brain, Board, Book, Buddy, Boss).
- Teaching promotes deep understanding through open-ended questioning and inquiry-based learning (**see Appendix 2**).
- Lessons build knowledge, reasoning, and problem-solving skills.
- Teaching effectiveness is measured against **Teacher Standards** and pupil progress.
- Teachers must have a deep understanding of the curriculum, including pupil misconceptions and diverse learning paces.
- Lessons clearly define learning objectives, usually displayed in pupils' workbooks.
- Mastery is developed by integrating knowledge and skills through repeated practice and application.
- Learning tasks are designed to engage pupils, challenge their thinking, and encourage meaningful connections.
- Teachers enhance motivation by linking learning to real-world applications and career opportunities.

Assessment

Purpose

Assessment is integral to teaching and learning, identifying pupil progress and informing instruction. It ensures early intervention for those at risk of falling behind.

Goals

- Aim for **85% of pupils** to attain a 100+ score at the end of KS2.
- Use assessment to monitor learning, set targets, and guide improvement.
- Provide clear, meaningful progress reports to parents, fostering home-school collaboration.

Formative Assessment

- Ongoing assessment through observation, discussion, questioning, marking, and quizzes.
- Helps pupils measure progress and set improvement goals.
- Enables teachers to identify learning gaps and adjust instruction accordingly.

- Documented through planning annotations, feedback, and peer/self-assessment.
- Includes pre/post-unit assessments in maths.

Summative Assessment

- Includes national assessments (KS1, KS2 SATs, Phonics Screening, Multiplication Tables Check, EYFS Profile).
- Provides benchmarks for individual and school-wide performance.
- Termly in-school assessments using Testbase and ongoing teacher evaluations recorded in **Insight**.
- Supports targeted interventions and progress monitoring.
- Reports classify attainment as **working well below, just below, at expected level, or at greater depth**.

Moderation

- Ensures consistency in teacher judgments through internal and external moderation.
- **Moderation for Learning:** Develops shared understanding of pupil progress and learning needs.
- **Moderation for Reporting:** Aligns teacher assessments with national expectations.
- Regular in-school and cross-school moderation within the **Coquet Partnership**.
- Foundation subject coordinators oversee subject-specific moderation.

THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST

APPENDIX 1

What does good teaching look like at Amble Links?

At Amble Links all staff aim to ensure that their teaching includes appropriate combinations of the following elements to ensure that all learners make good progress:

- A well designed and planned curriculum that is appropriate to the needs of all pupils and is amended to meet the ever changing needs of the pupils in response to ongoing assessment
- Additional experiences such as visits and visitors that add breadth of experience
- Clear links made between subjects and that build upon prior learning
- High expectations of all pupils regardless of their ability
- Clear explanations
- Vigorous pace
- Varied and flexible teaching styles, dependent on the task and the individual needs of the learner (Visual-Auditory-Kinaesthetic)
- Teachers show secure subject knowledge across all areas
- An exciting, enthusiastic approach to learning which inspires, motivates and engages our children
- Clear focus through explicit learning intentions which identify what learners' need to understand and be able to do in order to achieve
- Good use of teaching assistants and resources to support the children's learning.
- Positive behaviour management strategies that motivate and encourage pupils to respond appropriately and help create a climate for learning
- Opportunities for self-evaluation and reflection throughout the session
- A consistent approach in line with whole school policies and procedures
- Each and every child makes good progress in their learning, regardless of ability
- A relaxed yet purposeful learning environment
- Learning is linked to pupils' prior skills, knowledge and understanding
- The effective use of a range of effective questioning e.g. open and closed questions.
- Pupils encouraged to generate their own questions
- Information presented in short chunks, enabling pupils to maintain their concentration
- Good interaction and communication between children as well as adults and children
- Creative ideas are valued and actively encouraged
- High quality marking and feedback in a variety of forms ensures all children know how to improve their work further
- Appropriate, well prepared resources that engage the children in their learning

What does good learning look like at Amble Links?

We challenge and encourage all of our staff and pupils to be good learners. A good learner is someone who:

- | | |
|---|---|
| • Asks questions | • Co- operates with others |
| • Is interested | • Takes a risk and 'has a go' |
| • Joins in | • Doesn't shout out or butt in |
| • Doesn't give up if it is too difficult | • Enjoys learning |
| • Has excited eyes | • Checks they have understood |
| • Gives others a chance to talk | • Can explain their thinking and confidently recall what they have learnt |
| • Is kind and helps others | • Makes links to previous learning |
| • Appropriately asks for help | • Listens and respects what others think |
| • Tries different ways to solve a problem | • Shares ideas |
| • Takes pride in their work | • Works hard |
| • Understands that everyone may make mistakes | • Finds learning fun |

We expect excellent presentation of all pupils' work and have a separate policy for this.

The Learning Environment

At Amble Links we know that a positive learning environment sets the climate for learning and enables all children to access the curriculum. It is our aim that every space in school should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school
- Be vocabulary rich with effective use of Learning Walls.
- Reflect cultural and racial diversity
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including through the use of technology
- Remind children that they are working towards personal goals and targets in their learning
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum.
- Help raise self-esteem and confidence and encourage independence through the use of the 5 B's.
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings
- Create an environment where children feel they belong and can foster a sense of pride within it
- Be safe and hazard free, both emotionally and physically
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning
- Promote an appropriate atmosphere for learning that reflects the school's vision and policies for Marking and Feedback; Display; and Behaviour
- Be well organised and uncluttered, using available space to best advantage

Effective Teaching and Learning

In order to facilitate good teaching and learning as a school we commit to:

- Getting to know, value and have consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement
- Having a good understanding of the school curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process
- Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment
- Maintaining good behaviour based on mutual respect, in line with our School Vision and Behaviour Policy
- Making appropriate links and providing additional experiences to broaden and deepen learning
- Using long term curriculum plans with clear endpoints that detail what is to be taught in each year group
- Ensuring our medium and short term planning:
 - follows the agreed school formats
 - is shared with the Teaching Assistants linked to each class
 - includes basic information about tasks to be set
- Recording and using assessment information effectively
- Having clear learning intentions which are shared with and understood by the children
- Using a range of organisational strategies and teaching methods to suit
- Employing a range of different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- Organising human and physical resources effectively;
- Making sure that the activities we provide for the children extend their knowledge, skills and understanding
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress

Appendix 2

DEVELOPING THE DEPTH OF QUESTIONING

	Complexity >>>>>>>>>>						
	<i>Is? Does? Present</i>	<i>Did? Has? Was? Past</i>	<i>Can? Possibility</i>	<i>Should? Opinion</i>	<i>Would? Could? Probability</i>	<i>Will? Prediction</i>	<i>Might? Imagination</i>
<i>What? Event</i>							
<i>Where? Place</i>							
<i>When? Time</i>							
<i>Which? Choice</i>							
<i>Who? Person</i>							
<i>Why ? Reason</i>							
<i>How? Meaning</i>							

